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1983 AMENDMENTS TO THE PROGRAM OF STUDIES FOR JUNIOR HIGH SCHOOLS

1. Front page (i): Amend "Section **12** of The School Act" to read "Section **11** . . ."
2. Replacement sheets should be substituted for the following pages:
 - 57 to 60 – Social Studies**
 - 101 to 101(iii), 101(vi) to 101(vii) – Languages**
 - 113 to 118 – Industrial Education**

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community groups and agencies. Elective topics should help students develop an understanding of current concerns at local, provincial, national and international levels.

IV. LEARNING RESOURCES

1. Prescribed Learning Resources:

Three to ten print and/or non-print resources have been prescribed for social studies instruction at each grade level.

The prescribed resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are listed in the documents below and are available for purchase at a 40% discount at the Alberta School Book Branch:

- *Alberta School Book Branch Catalogue*
- *Social Studies Learning Resources for Elementary Schools*
- *Social Studies Learning Resources for Secondary Schools*

Resources, once prescribed, retain this status for a minimum of three years.

2. Recommended Learning Resources:

Recommended resources include print and/or non-print materials which contribute to one or more social studies objectives, as well as curriculum materials which are complementary to prescribed resources (e.g., teachers' guides). These resources are listed in the documents named above and are available from the Alberta School Book Branch.

WHAT IS PRESCRIBED IN ALBERTA SOCIAL STUDIES: A SUMMARY

1. Three (3) topics for each of Grades One through Ten and two (2) topics for each of Grades Eleven and Twelve are **prescribed** for study.
2. One social issue per curriculum topic is **prescribed** for inquiry. Teachers are encouraged to **modify** specific issues so long as the general intent and meaning are preserved.
3. Value objectives, knowledge objectives and skill objectives are **prescribed** for each topic.
4. The model of social inquiry should be viewed as a flexible process and is **not prescribed**. Rather, the model should be expanded or modified by teachers to reflect the needs of individual students and classrooms. Availability of resources and disciplinary emphasis of the topic will also affect the particular approach to inquiry in which teachers and students engage in social studies.
5. Social action is not **prescribed** but is **encouraged** where possible and when desirable/feasible.
6. The mandatory **core** comprises 75 percent of the program and is represented by the 34 topics and the statements of objectives. The optional **elective** portion comprises up to 25 percent of the program.

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7. **Prescribed** learning resources are those listed in these documents for 1981-82: *Alberta School Book Branch Catalogue*, *Social Studies Learning Resources for Elementary Schools* and *Social Studies Learning Resources for Secondary Schools*.

NOTE: Prescribed resources have been identified as being the most suitable for facilitating the attainment of a **majority** of prescribed objectives for a specific topic. They are identified as being the best resources presently available for the 1981 Alberta Social Studies Curriculum.

Recommended learning resources are also listed in the documents named above. These curriculum materials are complementary to prescribed resources. As such, these resources may be used to facilitate the attainment of **some** of the prescribed objectives.

The choice of which particular resources are to be obtained, and how they will be used, is basically a local decision. Teachers may supplement all resources with additional materials identified at the local level. Section 12(2)b of the School Act states that such materials must be approved by the school board.

Resources that are prescribed for use with the Alberta Social Studies Curriculum are as follows:

Grade & Topic	Title	Publisher
7A	<i>Marooned: An Examination of Culture</i> (Kit)	Canadian Social Sciences Services Ltd.
7B	<i>Pygmies of the Ituri Forest</i>	Gage Educational Publishing
7B	Surviving People Series: <i>Aborigines</i>	Macdonald Educational Ltd.
7C	<i>The Metis People of Canada: A History</i>	The Alberta Federation of Metis Settlement Associations and Syncrude Canada Ltd.
7C	Multicultural Canada Series: <i>The Italian Canadians</i> <i>The Japanese Canadians</i> <i>The Ukrainian Canadians</i> <i>The Mennonite Canadians</i> <i>The Scottish Canadians</i> <i>The Chinese Canadians</i>	Nelson Canada
8C	Western Civilization Series: <i>Imperialism and the Emerging Nations</i>	Globe/Modern Curriculum Press

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8C	Global Insights: People and Culture Series: <i>India</i> <i>Sub-Saharan Africa</i>	Charles E. Merrill Publishing Company
8C	<i>Tradition and Modernization in Asia and Africa (Kit)</i>	ACCESS Alberta
9A	Western Civilization Series: <i>The Growth of Industrialization</i>	Globe/Modern Curriculum Press
9A	<i>Impact of the Industrial Revolution</i>	Academic Press
9A/C	<i>People, Technology and Change</i>	McGraw-Hill Ryerson Ltd.
9B	<i>The Soviet World (Kit)</i>	E.M.C. Corporation
9C	<i>Across Canada: Resources and Regions</i>	Wiley Publishers of Canada Ltd.
9C	<i>The Technology Connection: The Impact of Technology on Canada</i>	Commcept Publishers Ltd.

GRADE SEVEN

TOPIC A: DEFINING CULTURE: AN INTRODUCTION

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>In this topic, students develop a framework within which to examine the relationships among various aspects of culture. The framework should include:</p> <ol style="list-style-type: none"> 1. Economic Aspects (e.g., resources, tools) 2. Social Aspects (e.g., patterns of communication, social organization, values and beliefs) 3. Political Aspects (e.g., governance, control) 	<p>Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed.</p> <ol style="list-style-type: none"> 1. Generalization Groups of people establish institutions to enable individuals to meet their basic needs. Conflicts may arise if individuals or groups perceive the fulfillment of their needs as contrary to the roles, norms and values established by their institutions. 2. Concepts <ol style="list-style-type: none"> 1. Culture 2. Norms 3. Institutions 4. Roles 5. Sanctions 6. Values 7. Belief system 3. Questions to Guide Inquiry <ol style="list-style-type: none"> 1. How are cultures organized to satisfy the needs of their members? 2. How are specific needs met within each cultural pattern? 	<p>Students should develop the framework through an examination of experiences in their own cultural context, emphasizing the roles of, and relationships between, self, family, school, peer group and community.</p> <p>Competing Values and Social Issue Conformity Individuality To what extent should individual uniqueness be valued in a culture?</p> <p>Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic.</p> <ol style="list-style-type: none"> 1. Develop Inquiry Skills <ol style="list-style-type: none"> 1. Focus on the issue by <ul style="list-style-type: none"> — identifying everyday conflicts involving conformity to the norms of society and expressions of individuality — rewriting the formal issue, substituting specific examples, such as "Should schools be used to inculcate particular beliefs and behaviours?" 2. Establish research questions and procedures by brainstorming a list of questions designed to collect data on the role of institutions in satisfying the needs of the members of a culture. 3. Gather and organize data by participating in a simulation to 'construct' a culture. 4. Analyze and evaluate data by categorizing behaviours as either social, political, or economic aspects of culture. 5. Synthesize data by <ul style="list-style-type: none"> — drawing conclusions about the role of institutions in establishing a balance between conformity and individuality in order that human needs can be met within a particular culture.

3. Write answers to questions which utilize only familiar vocabulary;
4. Write guided compositions based on responses to questions from visual and oral cues.

5. Cultural Understanding

At the end of Grade 9, the student will be able to:

1. Demonstrate knowledge of francophone culture in Alberta, Québec and other parts of Canada;
2. Describe differences and similarities between these cultural areas and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings and emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities.

D. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the appropriate Curriculum Guide.*

The objectives and content are selected on the basis of categories of language use. Examples are:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possession
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

E. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

* *Six-Year French Program Curriculum Guide*, Alberta Education, 1980.
Nine-Year French Program Curriculum Guide, Alberta Education, 1980.

F. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication. The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is expected that by the end of each grade the specified objectives and content will have been covered. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations will have been acquired by the end of Grade 9. The concept specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

G. MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 7, 8 and 9, but specific topics within each theme are elective:

1. CONVENTIONS;
2. ROLE OF THE FAMILY IN SOCIETY;
3. ROLE OF EDUCATION IN SOCIETY;
4. ROLE OF GOVERNMENT IN SOCIETY;
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY;
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

To summarize, the core or mandatory components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES.

The elective components consist of:

1. THE SUGGESTED VOCABULARY;
2. THE SUGGESTED TOPICS FOR EACH MAJOR CULTURAL THEME.

These elective components are found in the appropriate curriculum guide.

H. PRESCRIBED RESOURCES — JUNIOR HIGH

1. Six-Year Program

1. Calvé, R. et al. *Le Français International*. 2nd ed. Montreal: Centre Éducatif et Culturel Inc., 1974. Books 1-3.

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2. McConnell, R. et al. *Vive le Français*. Don Mills, Ont.: Addison-Wesley Canada, 1978. Book 1, 2 and 3.

2. Nine-Year Program

1. Kenny, M. et al. *Passeport Français*. Toronto: D.C. Heath Canada, 1973. Levels 1-4.
2. Majhanovich, Suzanne and Pauline Willis. *En Français s'il vous plaît*. Toronto: Copp Clarke Pitman. Levels A (*A vos places*), B (*Attention*), and C (*Partez*).

II. THE 1974 PROGRAM

A. SUGGESTED EXPECTATIONS FOR FRENCH AT THE END OF LEVEL ONE

The curriculum outline included on pages 8-27 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an **initial** experience in learning the French language, and it may occur at any grade(s) of the student's career in the secondary school. The attainment of LEVEL ONE proficiency may occur in a variety of ways, such as the successful completion of:

- a) a three-year program in the junior high school;
- b) a two-year program in the junior high school, equivalent in time exposure to three years of study;
- c) a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for LEVEL ONE.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e., French 20. **In schools where the students have been exposed to more than the core content required of LEVEL ONE, it is suggested that students register in French 11 when it is offered.**

B. RECOMMENDED INSTRUCTIONAL MATERIALS

Calvé, R. et al. *Le Français International*, 2nd. ed. (Books 1-3) Centre Educatif et Culturel Inc., Montréal: 1974.

* *French as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

UKRAINIAN AS A SECOND LANGUAGE

At the Junior High level, one program is available for Ukrainian as a Second Language:

This program replaces the 1974 program as it is implemented:

- Grade 7: optional implementation, September, 1980
mandatory implementation, September, 1981
- Grade 8: optional implementation, September, 1981
mandatory implementation, September, 1982
- Grade 9: optional implementation, September, 1982
mandatory implementation, September, 1983

A. GOALS

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning Ukrainian and are intended to enable the student:

1. To acquire basic communication skills in Ukrainian by:
 - 1.1. developing the receptive skills of listening, reading and viewing;
 - 1.2. developing the expressive skills of speaking and writing.
2. To develop cultural sensitivity and enhance personal development by:
 - 2.1. becoming more aware of his own cultural heritage through exposure to Ukrainian;
 - 2.2. developing a positive attitude toward people who speak another language through meaningful exposure to the Ukrainian language and culture;
 - 2.3. developing a greater awareness and appreciation of cultural values and lifestyles in Canada and in other countries;
 - 2.4. becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of Ukrainian-speaking people to civilization.
3. To develop each student's originality and creativity in language by:
 - 3.1. enabling him to apply his skills to new and meaningful situations;
 - 3.2. enabling him to express his own ideas and feelings;
 - 3.3. enabling him to discover a new dimension of his personality.
4. To acquire additional concepts and generalizations about language and language learning by:

5. Recognize current manifestations of Ukrainian culture;
6. Interpret everyday cultural patterns;
7. Use common conventions.

C. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the *Six-Year Ukrainian Program Curriculum Guide*, Alberta Education, 1980.

The objectives and content are selected on the basis of categories of languages use. Examples are:

1. Social Conventions
2. Identification of Persons and Things
3. Expressing Actions
4. Expressing Location
5. Destination
6. Describing People and Things
7. Expressing Permission and Desire
8. Expressing Quantity
9. Expressing Time
10. Expressing Possession
11. Expressing Cause and Effect
12. Specification of Persons and Objects
13. Indirect Speech
14. Identification of Person's Nationality

These language functions are considered to be the main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

D. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

E. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is recommended that the specified objectives and content be covered by the

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end of each grade. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be mastered by the end of Grade 9.

F. MAJOR CULTURAL THEMES

The following cultural themes are to be developed as part of core content in Grades 7, 8 and 9. Specific topics within each theme are elective:

1. CONVENTIONS;
2. ROLE OF THE FAMILY AND COMMUNITY;
3. ROLE OF EDUCATION IN SOCIETY;
4. ROLE OF GOVERNMENT IN SOCIETY;
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE UKRAINIAN PEOPLE LIVING IN CANADA;
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

In summary, the core components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES;
5. THE STUDY OF CULTURES OF UKRAINIAN-SPEAKING CANADIANS.

The elective components consist of:

1. THE SUGGESTED VOCABULARY;
2. THE SPECIFIC TOPICS WITH THE CULTURAL TOPICS.

These elective components are found in the appropriate curriculum guide.

G. RECOMMENDED LEARNING RESOURCES

1. Duravetz, G. *Ukrainian Conversational and Grammatical*. Level I. 2nd rev. ed. Toronto: Ukrainian Teachers' Committee, Ontario Modern Language Teacher's Association, 1977.
2. Chorney, Stepan. *Ukrains'ka mova: pochatkovyi kurs dlia anhlomovnykh klias* (Modern Ukrainian: An Elementary Course). New York: Shkilna rada, 1971.

Topic Emphasis	<ul style="list-style-type: none"> — The effect of housing in satisfying basic physiological, psychological and social needs — Human factors which influence the form and use of housing and furnishings <ul style="list-style-type: none"> — individual needs, values, attitudes, abilities, skills and resources
Concept	— <i>Processes in Providing Housing</i>
Subconcept	— Designing
Topic Emphasis	<ul style="list-style-type: none"> — Meaning of design: The process of organizing the basic elements of line, form, shape, texture and colour — Art principles

INDUSTRIAL EDUCATION

RATIONALE

Industrial education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial and vocational education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's knowledge of himself, his talents and his skills.

Industrial education is a subject area, the scope of which introduces students, both boys and girls, to most aspects of productive society.

OBJECTIVES

The junior high school industrial education program in Alberta is part of a continuum of educational experiences to be gained from participating in the broader program of industrial education which extends from familiarization experiences at the elementary level and extending through to career choice and preparation at the high school level.

The specific objectives for the junior high program are:

A. Personal Growth:

To provide opportunities for the individual growth of the student through the development of acceptable personal and social values necessary in a productive society.

1. To provide a technical environment which motivates and stimulates individuals to discover their interests and develop personal and social responsibilities.
2. To assist in the development of positive attitudes toward safety.
3. To assist in the development of positive attitudes toward conservation and environment.
4. To assist in the development of consumer literacy.

B. Career Exploration:

To develop basic competencies, integrating cognitive and psychomotor skills to enter a family of occupations or post-secondary institutions for further education.

1. To provide students an opportunity, within a technical environment, to become acquainted with the general occupational characteristics of a variety of career fields.
2. To relate their own interests, abilities, likes, dislikes and values to several career fields.

C. Occupational Skills:

To develop basic competencies, integrating cognitive and psychomotor skills related to families of occupations.

1. To provide safe exploratory experiences in the use of tools, energy, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationships of various technologies.
3. To provide a technical environment which permits students to synthesize their accumulated knowledge in the solution of practical problems, and to assist students to develop habits that will be conducive to the establishment of a safe environment.

PROGRAM DESCRIPTION

A. Organization:

The Alberta Multiple Activities Program is an organizational device through which a variety of technology-based exploratory experiences can be presented in a minimum of space with a minimum of equipment. The laboratory is organized into a number of different areas representing components of the fields of study. Some Alberta school jurisdictions have opted to build separate laboratories representing each field of study (or a combination of one or more fields) rather than housing the entire program within a single laboratory. Each area within a laboratory is as self-contained as possible with provisions made within it for the storage of tools, products, and stock. The class is divided into three or more groups with each group working through the course content in the assigned area.

The modules, to be taught in nine to twelve weeks, are designed in such a way as to allow for adequate orientation, organization and planning time. Beginning lessons, demonstrations and introductory safety discussions are recognized as being an integral part of industrial education and as such require generous time allotment.

It is imperative that ample preplanning be done prior to attempting a multiple activities teaching approach.

B. Fields of Study:

To provide for a breadth of exploratory experiences, the junior high industrial education program is divided into four fields of study which are further divided into fifteen modules. Each module represents fifteen to twenty-five hours of study. During the junior high school years it is recommended that a student study a minimum of three different modules each year. In junior high schools where industrial education is taught for two years only, it is recommended that four different modules per year be studied. In any case, it is recommended that a student participate in an industrial education program a total of two hundred and twenty-five hours averaged over the three years that the student is attending junior high school in Alberta.

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Fields of Study	Modules
Power Technology	Power Mechanics Electricity Electronics Computer
Materials Technology	Earths Leather-Textiles Metals Plastics Woods
Graphics Communications Technology	Graphics Photography Technical Drawing
Synthesizing	Industrial Stimulation Student Contracting Development Research

Power technology, materials technology, and visual communications technology are fields of study which are designed to teach specific technology content by topic. For the most part, learning tasks are accomplished through "hands on" activity, lecture, demonstration, research, or audio-visual techniques.

The synthesizing modules constitute a fourth field of study. This field is designed to show the interrelationships of the various technologies. It enables students to synthesize their accumulated knowledge through stimulation and student contracting modules. The developmental research unit is to be used for teacher research into new program content. The teacher must define the content of this unit and obtain the approval of the provincial consultant of industrial education and his/her principal before introducing it to the students.

C. Modules

The number of modules programmed provide for a wide range of possibilities for organization. The modules are not dependent upon any sequential development; therefore, any module could be used as an introductory module. It is recommended that the power technology modules, visual communications modules, and materials technology modules be studied at or near the beginning of the student's overall industrial education program. The synthesizing modules should not be attempted until the students have had the experience in other fields of study.

D. Scope of Program

The scope of Alberta industrial education includes studies and experiences in the major technologies. All pupils should have the opportunity to explore the fields.

REFERENCES

Primary references should be selected on the basis of the modules taught.

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1. Build-a-Course Series. Goodheart-Willcox

Woodworking	Wagner
Metalworking	Boyd
Plastics	Cope D.
Graphic Arts	Cagy F.
Electricity	Gerrish H.H.
Drafting	Brown W.E.
Power Mechanics	Atteberry P.H.

2. Basic Industrial Arts Build-a-Course Series. McKnight Publishing Co.
(Van Nostrand Reinhold Ltd.)

Woodworking	W.R. Miller & W.H. Zook
Metalworking	W.R. Miller & V.E. Repp
Plastics	W.R. Miller & G.L. Steele
Graphic Arts	W.R. Miller & R.J. Broekhuizen
Photography	W.R. Miller
Electricity	W.R. Miller & E. Francis
Drafting	W.R. Miller & Stan Ross
Power Mechanics	W.R. Miller

CONTENT

Materials Technology

Module 1. Earths

- sources of ceramic and concrete materials, identification of processes, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, environmental implications, occupational information.

Module 2. Leather and Textiles

- sources of raw material, processing, identification of properties, product planning, separation processes, conditioning processes, forming processes, combining processes, environmental implications, occupational information.

Module 3. Metals

- sources of raw material, processing, societal implications, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

Module 4. Plastics

- sources of raw material, processing, environmental implications, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

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Module 5. Woods

- sources of raw material, processing, environmental implications, identification, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

Power Technology

Module 1. Power Mechanics

- small engines, analysis, troubleshooting, fluid power, control devices, transmission devices, output, environmental implications, occupational information.

Module 2. Electricity

- basic theory, measurement, control magnetism, conversion of electrical energy, safety, troubleshooting, occupational information.

Module 3. Electronics

- basic theory, components, systems circuits, communications, occupational information.

Module 4. Computers

- computer "use", computer systems, programming, programs, societal implications, occupational information.

Graphics Communications Technology

Module 1. Graphics

- lithography (offset), photo mechanical reproduction, relief printing (sign press – platen press), relief printing (rubber stamp), silk screen – photo silk screen.

Module 2. Photography

- camera (light sensitive materials), darkroom (processing film – prints), advanced darkroom, audio-visual.

Module 3. Technical Drawing

- freehand sketching, instrument drawing, drawing reproduction.

Synthesizing

Module 1. Industrial Simulation

- history, production systems, systems of ownership, organization, occupational information.

Module 2. Student Contracting

- opportunity for the student to develop greater competence in an area already explored; closed, modified and open contracts.

Module 3. Developmental Research

- opportunity for the teacher to develop new content, proposal and course writing.

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